Teachers' participation in school decision making

Two aspects that can affect school climate and responsiveness are the extent to which teachers participate in making decisions about important school policies and issues and the autonomy teachers have in the classroom. Data on teachers' opinions about their influence over school policies and the control that they have over their classrooms can contribute to current debates on teacher professionalism.

■ Teachers perceived that they had more control over classroom policies than they had over school policies. For example, in the 1993–94 school year, a higher percentage of teachers perceived that they had a good deal* of control over their classroom decisions than they perceived teachers having a good deal of influence over their school's policies (ranging from 57 to 88 percent and 31 to 38 percent, respectively).

■ Private school teachers were more likely than public school teachers to perceive having influence over their school policies and control over most of their classroom decisions in the 1993–94 school year.

■ Public and private secondary teachers were more likely than elementary teachers to perceive having a good deal* of control over classroom decisions, except for the decision to discipline students over which elementary teachers perceived having more control.

■ Private school principals were more likely than public school principals to attribute a good deal of influence to teachers on setting discipline policy and establishing curriculum.

Teachers' and principals' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their schools, by control and level of school: School year 1993–94
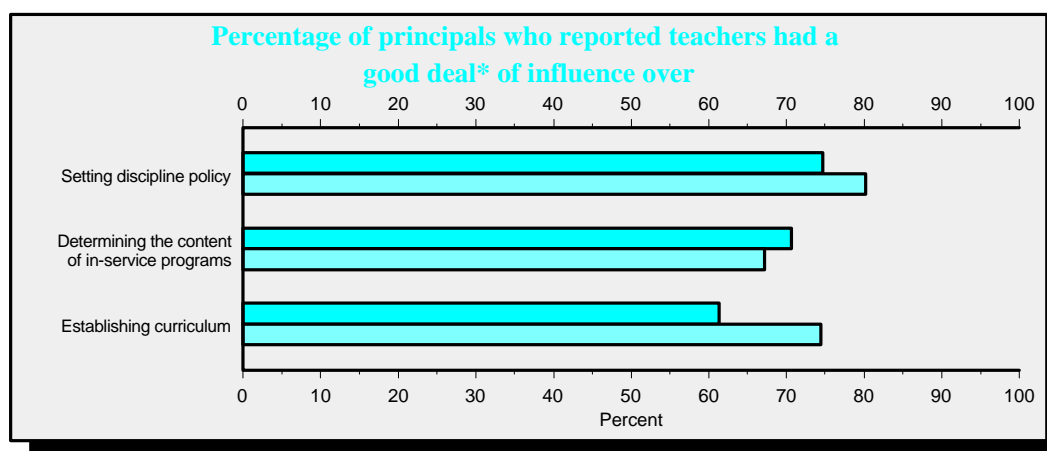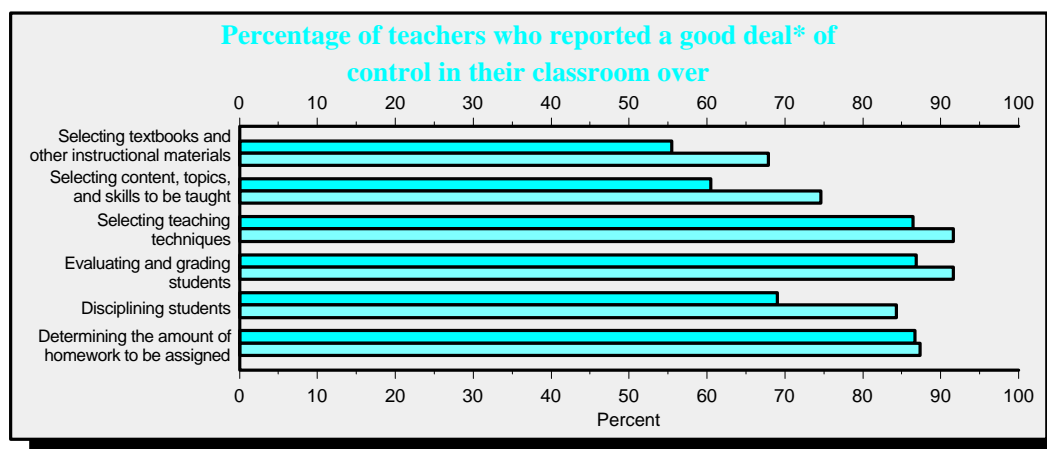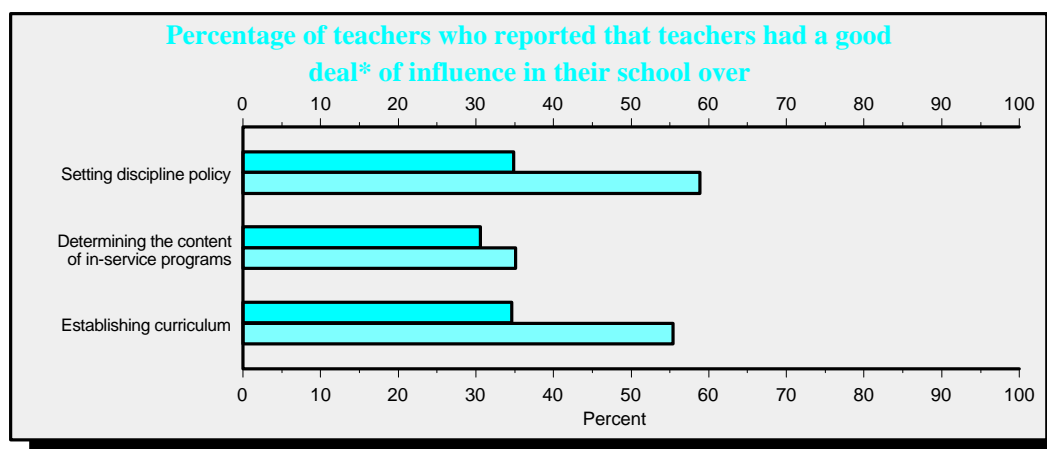
School and classroom decisions	All schools	Public			Private		
		Total	Elementary	Secondary	Total	Elementary	Secondary
Percentage of teachers who reported that teachers had a good deal* of influence in their school over							
Setting discipline policy	37.9	34.9	41.8	27.5	58.9	64.6	50.9
Determining the content of in-service programs	31.2	30.6	32.6	28.5	35.1	36.1	33.7
Establishing curriculum	37.2	34.6	32.2	37.2	55.4	54.5	56.6
Percentage of teachers who reported a good deal* of control in their classroom over							
Selecting textbooks and other instructional materials	57.0	55.5	49.1	62.4	67.9	62.4	75.7
Selecting content, topics, and skills to be taught	62.3	60.5	54.2	67.4	74.6	69.3	82.3
Selecting teaching techniques	87.1	86.4	83.8	89.2	91.6	90.0	93.9
Evaluating and grading students	87.5	86.9	84.0	90.0	91.6	90.3	93.5
Disciplining students	70.9	69.0	73.4	64.2	84.3	86.3	81.5
Determining the amount of homework to be assigned	86.8	86.7	83.7	89.9	87.4	85.7	89.8
Percentage of principals who reported that teachers had a good deal* of influence over							
Setting discipline policy	75.7	74.7	75.5	72.5	80.2	82.2	68.9
Determining the content of in-service programs	70.0	70.7	70.3	71.6	67.1	66.6	70.1
Establishing curriculum	63.7	61.4	59.7	66.2	74.4	74.0	76.9

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control," and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers and principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and Administrator Questionnaires).

Teachers' and principals' perceptions of the amount of influence or control teachers had over school and classroom decisions, by control of school: School year 1993–94

Percentage of teachers who reported that teachers had a good deal* of influence in their school over

Setting discipline policy

Determining the content of in-service programs

Establishing curriculum

Percent

Percentage of teachers who reported a good deal* of control in their classroom over

Selecting textbooks and other instructional materials

Selecting content, topics, and skills to be taught

Selecting teaching techniques

Evaluating and grading students

Disciplining students

Determining the amount of homework to be assigned

Percent

Percentage of principals who reported teachers had a good deal* of influence over

Setting discipline policy

Determining the content of in-service programs

Establishing curriculum

Percent

☐ Public ☐ Private

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control," and 5 meaning "a great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and Administrator Questionnaires).

Teachers' and principals' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their schools, by control and level of school: School year 1993–94

School and classroom decisions	All schools	Public			Private		
		Total	Elementary	Secondary	Total	Elementary	Secondary
Percentage of teachers who reported that teachers had a good deal* of influence in their school over							
Setting discipline policy	37.9	34.9	41.8	27.5	58.9	64.6	50.9
Determining the content of in-service programs	31.2	30.6	32.6	28.5	35.1	36.1	33.7
Establishing curriculum	37.2	34.6	32.2	37.2	55.4	54.5	56.6
Percentage of teachers who reported a good deal* of control in their classroom over							
Selecting textbooks and other instructional materials	57.0	55.5	49.1	62.4	67.9	62.4	75.7
Selecting content, topics, and skills to be taught	62.3	60.5	54.2	67.4	74.6	69.3	82.3
Selecting teaching techniques	87.1	86.4	83.8	89.2	91.6	90.0	93.9
Evaluating and grading students	87.5	86.9	84.0	90.0	91.6	90.3	93.5
Disciplining students	70.9	69.0	73.4	64.2	84.3	86.3	81.5
Determining the amount of homework to be assigned	86.8	86.7	83.7	89.9	87.4	85.7	89.8
Percentage of principals who reported that teachers had a good deal* of influence over							
Setting discipline policy	75.7	74.7	75.5	72.5	80.2	82.2	68.9
Determining the content of in-service programs	70.0	70.7	70.3	71.6	67.1	66.6	70.1
Establishing curriculum	63.7	61.4	59.7	66.2	74.4	74.0	76.9

*Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control," and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers and principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and Administrator Questionnaires).

Table 41-1 Public elementary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:									
Setting discipline policy	41.8	47.0	42.6	46.1	38.4	52.9	43.1	42.4	34.4
Determining the content of in-service programs	32.6	37.2	34.1	35.0	30.3	35.3	31.8	33.5	32.3
Establishing curriculum	32.2	37.0	35.7	36.4	27.8	46.5	34.6	29.6	27.7
Percentage of teachers who reported a good deal* of control in their classroom over:									
Selecting textbooks and other instructional materials	49.1	51.2	49.4	53.6	46.7	69.9	52.9	46.3	39.9
Selecting content, topics, and skills to be taught	54.2	48.5	50.7	58.1	54.8	73.5	56.6	50.1	51.9
Selecting teaching techniques	83.8	85.3	83.6	87.3	81.9	90.3	84.0	83.5	82.6
Evaluating and grading students	84.0	85.9	83.2	86.4	83.1	86.7	84.8	83.3	83.0
Disciplining students	73.4	75.7	77.1	75.8	70.2	79.2	74.2	73.6	69.9
Determining the amount of homework to be assigned	83.7	79.7	82.6	84.8	84.8	88.6	84.1	83.5	81.8

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-2 Public elementary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal* of influence over:									
Setting discipline policy									
State Department of Education	18.4	11.3	15.3	15.0	22.6	19.7	17.6	18.5	21.0
School district staff	55.4	58.4	56.6	53.7	55.5	58.7	53.1	57.4	58.1
School board	61.5	56.7	60.7	63.3	61.9	67.7	60.6	60.4	63.9
Principal	85.5	90.4	86.7	88.3	82.9	89.3	84.7	86.1	85.1
Teachers	75.5	80.7	79.8	79.1	71.3	83.3	74.6	75.8	73.2
Parent association	19.4	25.0	20.2	20.5	18.2	11.0	18.1	22.1	24.1
Determining the content of in-service programs									
State Department of Education	22.0	12.9	16.9	20.2	27.0	20.3	23.4	18.5	24.0
School district staff	67.8	65.5	67.9	68.7	67.3	53.4	69.4	67.7	70.8
School board	20.8	20.1	18.8	19.1	22.6	14.8	21.2	20.2	24.6
Principal	72.5	76.2	74.4	71.0	71.3	75.7	70.8	75.0	71.8
Teachers	70.3	75.0	73.6	73.6	66.3	73.7	68.3	74.0	68.9
Parent association	5.3	3.5	4.1	5.7	6.1	3.3	4.9	5.3	8.3
Establishing curriculum									
State Department of Education	65.8	52.7	62.3	65.7	70.0	59.4	64.2	68.1	71.8
School district staff	64.6	73.6	70.5	62.2	62.1	64.3	64.5	64.8	64.9
School board	39.3	41.4	44.4	35.2	39.2	28.7	40.3	38.2	45.0
Principal	52.2	66.2	54.5	48.8	50.5	63.1	52.0	49.0	52.8
Teachers	59.7	75.1	65.2	60.2	54.1	72.1	59.6	57.6	56.3
Parent association	10.0	14.7	12.0	7.6	9.9	9.0	9.0	11.7	10.8
Deciding how the school budget will be spent									
State Department of Education	30.0	23.4	28.4	31.7	31.3	33.8	30.8	29.4	25.4
School district staff	48.9	42.5	46.2	51.7	49.7	34.4	47.3	52.3	58.6
School board	64.6	62.7	66.0	66.0	63.1	76.3	67.7	57.7	58.6
Principal	64.5	72.2	67.3	65.3	61.9	63.5	62.3	67.6	68.0
Teachers	41.9	44.2	42.9	43.1	40.5	36.1	39.3	47.1	45.2
Parent association	9.0	9.7	7.6	8.8	9.9	5.8	7.4	11.4	13.2

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-3 Public secondary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:									
Setting discipline policy	27.5	28.4	26.7	28.7	26.7	44.0	33.1	29.6	23.8
Determining the content of in-service programs	28.5	31.5	29.3	28.4	26.4	36.0	30.2	28.9	27.4
Establishing curriculum	37.2	42.3	39.6	37.8	31.2	50.7	43.9	38.1	33.9
Percentage of teachers who reported a good deal* of control in their classroom over:									
Selecting textbooks and other instructional materials	62.4	66.1	64.8	62.2	57.4	82.3	73.4	64.3	56.7
Selecting content, topics, and skills to be taught	67.4	68.8	68.5	67.8	64.6	84.5	76.1	69.0	62.9
Selecting teaching techniques	89.2	89.1	90.2	89.9	88.0	93.2	91.1	89.9	88.1
Evaluating and grading students	90.0	90.0	90.5	90.7	89.0	91.7	91.4	90.5	89.3
Disciplining students	64.2	70.0	65.0	64.6	59.1	73.1	68.2	66.6	61.4
Determining the amount of homework to be assigned	89.9	90.0	89.9	90.5	89.4	90.8	91.6	89.1	89.6

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-4 Public secondary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal* of influence over:									
Setting discipline policy									
State Department of Education	14.5	14.1	13.0	14.3	17.8	13.4	12.7	17.7	14.8
School district staff	50.1	44.8	48.1	51.3	56.3	47.1	48.6	49.9	52.7
School board	64.8	57.6	62.0	68.9	68.7	62.4	64.2	65.5	66.0
Principal	89.9	91.8	91.5	88.1	89.2	90.3	91.6	91.9	87.4
Teachers	72.5	76.8	75.8	67.6	70.9	70.3	75.2	77.4	68.7
Parent association	15.0	18.4	14.2	13.1	17.3	14.6	12.3	16.6	16.6
Determining the content of in-service programs									
State Department of Education	20.1	11.3	14.8	23.7	28.0	22.6	20.6	18.6	19.3
School district staff	62.9	62.5	59.5	66.8	62.5	55.2	59.0	65.0	68.5
School board	18.8	14.1	14.5	21.9	23.5	18.6	18.4	19.0	19.1
Principal	72.0	74.7	71.3	72.2	72.6	73.4	73.9	70.8	70.4
Teachers	71.6	77.4	73.2	70.4	68.1	71.1	71.6	69.7	72.9
Parent association	4.7	6.4	3.4	5.5	5.2	7.7	4.7	4.4	3.5
Establishing curriculum									
State Department of Education	62.4	52.1	60.4	66.8	67.2	54.3	63.2	65.0	63.9
School district staff	61.4	64.6	63.2	60.2	58.9	56.4	60.2	61.3	64.5
School board	39.8	39.0	38.8	38.9	42.5	36.0	38.4	41.9	41.5
Principal	58.3	59.1	61.0	57.3	54.7	61.8	62.6	58.4	53.1
Teachers	66.2	74.1	71.1	63.8	57.4	68.4	70.2	64.0	62.9
Parent association	7.9	11.4	6.3	7.9	7.9	6.5	8.1	8.6	7.9
Deciding how the school budget will be spent									
State Department of Education	28.8	19.9	23.7	31.7	37.5	32.7	34.7	27.5	22.9
School district staff	45.6	45.1	43.9	48.8	45.7	29.6	43.2	48.5	52.9
School board	67.8	63.9	66.3	69.7	68.9	72.5	75.0	66.7	60.3
Principal	60.1	65.9	61.9	60.5	54.6	55.2	54.3	61.7	66.3
Teachers	38.6	48.1	38.8	39.4	32.0	38.5	33.1	39.8	42.5
Parent association	4.3	7.0	3.6	3.6	4.7	5.1	3.4	4.1	4.8

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table 41-5   Public elementary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:															
Setting discipline policy	38.1	38.0	43.9	44.8	35.1	42.6	49.9	42.6	45.9	36.4	43.8	46.0	41.9	46.9	42.6
Determining the content of in-service programs	33.1	40.5	43.8	36.0	30.1	33.7	37.0	33.4	36.0	30.8	31.4	35.5	29.6	33.9	30.1
Establishing curriculum	25.7	31.2	32.8	30.3	22.4	29.9	36.6	32.6	32.5	22.2	38.5	41.3	41.6	41.3	35.6
Percentage of teachers who reported a good deal* of control in their classroom over:															
Selecting textbooks and other instructional materials	42.1	49.5	40.5	47.3	40.6	45.5	48.8	49.3	48.8	38.9	56.9	57.2	54.5	59.0	56.3
Selecting content, topics, and skills to be taught	50.8	47.6	47.3	51.5	51.0	48.9	45.9	50.3	52.2	47.7	60.5	54.9	53.2	64.2	61.9
Selecting teaching techniques	80.9	72.2	81.6	84.9	79.9	84.7	87.8	83.5	87.2	82.6	85.3	87.8	84.9	88.5	83.4
Evaluating and grading students	81.9	74.2	79.6	85.0	82.4	84.8	88.5	84.9	85.9	82.2	85.0	87.3	82.9	87.3	84.2
Disciplining students	69.6	51.3	69.9	74.4	69.5	76.7	78.9	82.5	77.4	69.6	73.7	83.1	73.6	75.5	71.2
Determining the amount of homework to be assigned	80.7	72.6	80.8	80.9	82.0	83.1	82.3	81.2	84.0	86.0	86.2	78.4	85.5	87.0	87.0

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-6 Public elementary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of principals who reported that a group had a good deal* of influence over:															
Setting discipline policy															
State Department of															
Education	21.2	14.8	14.5	12.4	24.7	18.7	12.6	18.8	18.1	22.0	16.6	6.5	12.0	14.6	21.2
School district staff	59.3	68.1	51.7	64.7	58.1	58.6	59.1	62.7	54.6	58.5	51.1	51.7	52.1	49.7	52.1
School board	63.4	63.3	54.5	61.6	65.0	61.3	53.9	66.1	66.3	57.9	60.7	60.0	57.5	62.6	61.2
Principal	82.8	86.5	84.6	87.0	81.3	86.0	88.4	86.1	92.6	79.7	86.8	97.0	88.2	86.8	85.4
Teachers	71.9	78.6	76.1	74.2	69.7	77.1	79.4	81.9	81.7	68.2	76.5	84.6	79.0	79.6	73.9
Parent association	22.7	27.7	22.6	25.0	22.0	23.0	24.6	26.2	25.7	19.7	15.2	24.6	12.8	16.7	14.5
Determining the content of in-service programs															
State Department of															
Education	26.4	11.9	17.1	27.1	29.6	19.7	13.4	16.8	19.0	26.4	20.7	12.4	17.0	18.5	25.1
School district staff	67.9	68.8	63.6	69.1	67.4	70.7	68.0	72.4	74.9	69.2	65.8	58.0	65.1	65.8	66.4
School board	24.4	22.5	11.8	22.3	27.7	21.4	19.4	23.1	19.2	22.2	18.4	20.6	17.2	17.9	18.7
Principal	72.1	65.1	73.2	75.4	70.8	74.2	77.5	72.9	72.1	74.1	71.6	78.8	76.5	69.0	70.5
Teachers	67.5	58.8	76.1	72.2	64.3	72.8	75.4	73.9	73.8	69.2	70.4	82.4	72.1	73.9	66.7
Parent association	6.7	2.6	6.8	8.2	6.5	4.8	3.2	3.4	5.9	6.1	4.8	4.6	3.7	4.7	5.7
Establishing curriculum															
State Department of															
Education	66.8	60.2	65.0	63.7	68.9	66.4	54.3	64.9	72.3	72.3	64.8	45.3	58.5	63.5	69.8
School district staff	67.4	62.9	70.9	62.4	68.0	70.8	76.8	74.2	69.3	65.9	59.2	71.4	66.2	59.0	55.7
School board	46.2	37.4	46.7	41.8	48.2	43.0	40.9	43.0	42.0	43.7	33.1	44.4	45.0	30.0	30.2
Principal	47.9	51.1	42.2	43.5	49.7	52.8	68.1	51.5	48.4	48.9	54.2	69.4	63.0	50.7	51.9
Teachers	51.0	60.7	56.7	50.3	48.7	63.3	77.7	65.0	62.0	54.0	62.4	76.5	69.1	62.7	58.4
Parent association	12.1	13.5	14.8	9.4	12.0	11.3	17.8	13.2	11.1	7.7	7.9	8.3	9.5	5.4	9.2
Deciding how the school budget will be spent															
State Department of															
Education	30.0	22.8	20.5	32.0	31.5	26.5	21.8	29.5	27.9	26.0	32.3	27.6	30.6	33.3	33.3
School district staff	55.4	42.3	46.5	57.7	56.5	52.1	44.9	52.2	57.6	52.1	43.2	36.9	39.6	47.2	43.2
School board	55.7	55.6	54.9	59.0	54.3	62.0	61.7	61.6	63.9	59.9	71.3	68.7	75.6	69.3	71.4
Principal	61.1	50.8	64.1	70.0	58.8	67.7	71.8	67.4	68.9	64.0	64.4	84.2	68.7	62.1	63.4
Teachers	46.0	36.8	45.6	52.4	45.3	46.7	45.9	44.2	52.7	43.1	36.6	44.0	40.3	35.7	35.5
Parent association	15.6	11.2	15.0	18.0	15.5	8.7	11.5	6.6	9.4	9.8	5.5	4.9	5.5	5.4	5.6

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table 41-7 Public secondary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:															
Setting discipline policy	24.5	31.4	21.7	26.8	23.6	26.6	29.2	25.5	25.9	25.2	29.9	25.5	29.9	31.1	30.4
Determining the content of in-service programs	26.5	33.8	28.0	27.2	24.4	29.2	31.5	30.2	27.1	25.9	29.2	30.4	29.2	29.7	28.6
Establishing curriculum	30.7	39.9	32.7	34.5	26.4	37.6	40.5	40.1	36.3	28.9	41.0	47.3	42.3	40.2	37.0
Percentage of teachers who reported a good deal* of control in their classroom over:															
Selecting textbooks and other instructional materials	50.9	60.8	54.5	50.9	47.6	60.0	63.5	60.1	59.0	55.1	71.1	74.0	73.2	69.5	68.4
Selecting content, topics, and skills to be taught	60.6	64.0	61.6	62.8	59.1	64.9	66.0	63.5	66.8	63.2	73.4	76.8	75.7	70.9	70.8
Selecting teaching techniques	87.2	87.6	88.5	88.0	86.6	88.8	88.2	89.7	90.2	87.4	90.7	91.4	91.4	90.6	89.6
Evaluating and grading students	89.2	88.8	90.8	89.2	88.2	89.7	89.8	90.0	90.6	89.5	90.8	90.9	90.7	91.5	89.7
Disciplining students	58.9	63.6	61.0	62.1	55.4	64.8	71.0	65.3	61.7	56.7	66.8	70.9	66.5	67.3	63.7
Determining the amount of homework to be assigned	88.7	85.8	89.8	89.2	88.8	89.0	90.3	88.2	90.4	86.6	91.4	91.2	91.4	91.2	91.2

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-8 Public secondary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of principals who reported that a group had a good deal* of influence over:															
Setting discipline policy															
State Department of															
Education	18.3	8.6	17.5	17.1	23.2	14.4	16.2	14.4	14.2	16.5	13.4	13.4	11.2	13.5	16.0
School district staff	56.2	50.6	50.0	59.7	60.4	49.4	36.2	50.4	59.6	66.5	48.5	53.5	46.5	45.9	53.3
School board	69.9	67.2	68.6	67.9	72.2	61.6	53.8	58.3	71.8	67.4	64.7	59.1	62.4	68.1	67.6
Principal	83.4	83.6	84.7	82.0	83.4	89.5	91.3	90.6	87.2	84.7	92.1	95.2	93.5	90.2	92.1
Teachers	67.1	64.4	72.7	64.1	66.2	73.4	80.4	74.6	65.6	72.4	73.7	76.8	77.1	69.3	72.4
Parent association	17.2	11.3	15.3	16.7	20.9	17.8	23.4	15.7	16.9	17.4	13.2	14.5	13.1	10.7	15.9
Determining the content of in-service programs															
State Department of															
Education	23.5	11.7	16.1	26.6	29.6	14.8	8.0	15.4	16.9	27.5	21.2	15.3	14.2	25.3	27.4
School district staff	64.5	72.8	62.2	66.6	64.1	65.8	61.7	62.5	71.1	76.6	61.3	59.9	57.3	65.3	59.8
School board	24.4	16.4	17.0	25.9	29.3	17.2	12.3	13.9	22.4	29.8	17.8	15.5	14.2	20.6	20.4
Principal	70.4	73.0	70.6	64.8	76.0	71.7	76.2	67.8	72.5	78.1	72.6	73.4	73.2	74.3	70.4
Teachers	68.4	77.6	75.0	66.2	64.6	73.7	79.7	72.1	72.7	74.9	71.8	74.5	73.3	70.8	68.4
Parent association	5.2	4.9	4.8	4.9	6.6	5.6	9.1	3.8	6.8	3.4	4.1	3.7	2.9	5.2	4.9
Establishing curriculum															
State Department of															
Education	64.0	53.3	65.7	59.0	69.7	59.2	52.3	55.7	69.8	62.2	63.2	51.3	61.5	68.0	67.0
School district staff	64.6	61.8	62.9	67.1	67.1	64.4	61.2	64.2	64.5	72.7	59.2	69.8	62.8	56.6	53.7
School board	46.6	35.5	45.1	43.8	52.1	39.5	35.7	39.7	41.7	43.0	37.9	44.2	36.9	36.5	38.9
Principal	50.8	64.6	52.0	48.1	49.8	54.7	53.6	58.3	56.2	46.8	62.0	64.0	64.4	60.4	57.7
Teachers	58.7	68.6	66.3	57.7	53.5	64.1	71.1	66.6	58.4	53.6	69.2	79.7	74.4	67.6	59.5
Parent association	9.6	16.7	7.5	10.1	7.7	8.7	11.8	6.8	8.4	9.1	7.0	9.1	5.8	7.1	7.8
Deciding how the school budget will be spent															
State Department of															
Education	28.9	22.2	22.5	25.9	37.8	20.3	18.6	19.2	19.2	29.3	32.4	20.7	26.2	37.9	38.6
School district staff	56.2	38.7	47.6	65.2	62.8	49.1	48.0	49.8	46.7	53.2	41.0	43.7	40.2	44.8	38.2
School board	60.0	54.4	54.0	62.7	61.9	58.8	58.6	60.2	58.0	50.5	73.8	73.7	72.0	75.9	74.3
Principal	63.4	64.2	68.2	64.9	58.9	69.1	70.5	67.3	70.9	67.9	55.5	60.8	57.9	55.5	50.9
Teachers	41.5	45.2	46.6	44.7	33.8	46.3	51.7	41.4	48.7	50.1	34.5	44.7	35.8	34.5	28.6
Parent association	6.1	3.2	4.3	6.2	7.1	5.7	8.8	4.0	5.6	7.0	3.2	6.1	3.2	2.2	3.5

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table 41-9   Private school teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by urbanicity and school size: School year 1993–94

School and classroom decisions	Urbanicity			School size			
	Central city	Urban fringe	Rural	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:							
Setting discipline policy	56.7	58.6	64.3	66.9	60.6	51.9	42.0
Determining the content of in-service programs	34.5	34.0	38.3	40.2	33.4	34.3	32.8
Establishing curriculum	53.5	55.3	59.5	58.5	54.5	54.2	54.0
Percentage of teachers who reported a good deal* of control in their classroom over:							
Selecting textbooks and other instructional materials	67.9	67.8	68.0	66.4	66.0	71.0	76.3
Selecting content, topics, and skills to be taught	74.9	73.7	75.8	75.7	72.8	76.6	79.0
Selecting teaching techniques	91.9	90.9	92.3	89.6	91.3	93.7	95.3
Evaluating and grading students	92.4	90.6	92.0	91.5	91.7	92.2	90.8
Disciplining students	83.3	84.7	85.9	84.1	84.2	87.1	82.3
Determining the amount of homework to be assigned	87.6	85.8	89.9	86.1	87.1	88.5	90.3

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-10 Private school principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by urbanicity and school size: School year 1993–94

School and classroom decisions	Urbanicity			School size			
	Central city	Urban fringe	Rural	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal* of influence over:							
Setting discipline policy							
Governing board	38.7	38.3	45.8	42.6	39.5	33.4	21.2
Principal	95.5	97.5	93.9	93.7	97.7	97.3	98.6
Teachers	81.0	82.6	75.5	73.5	87.3	78.3	73.4
Parent association	16.3	14.7	15.5	16.9	15.1	9.1	9.9
Determining the content of in-service programs							
Governing board	26.1	27.8	27.9	22.6	32.2	24.2	20.9
Principal	91.7	91.4	78.4	81.3	94.8	92.8	91.0
Teachers	71.8	65.0	62.4	58.8	74.5	72.7	71.8
Parent association	5.8	3.3	3.1	4.9	3.9	1.6	3.2
Establishing curriculum							
Governing board	39.4	35.9	38.9	31.7	45.0	35.9	24.4
Principal	85.6	87.5	73.7	79.1	86.6	90.4	91.8
Teachers	73.0	76.7	73.4	70.5	78.2	75.2	76.1
Parent association	8.7	10.0	8.4	10.2	8.6	6.1	3.3
Deciding how the school budget will be spent							
Governing board	53.8	50.1	54.4	53.9	51.9	46.6	54.5
Principal	87.4	89.9	79.2	81.5	90.8	88.8	89.2
Teachers	20.5	20.3	23.5	18.8	23.3	27.0	11.9
Parent association	7.1	5.8	11.7	7.2	8.2	10.1	4.1

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table 41-11   Teachers' and principals' perceptions of the amount of influence teachers had over selected school and classroom decisions, by state: School year 1993–94

State	Percentage of teachers reporting that teachers had a good deal* of influence in their school over:			Percentage of principals reporting that teachers had a good deal* of influence over:		
	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
Alabama	32.6	30.2	26.4	63.2	59.5	38.3
Alaska	44.1	39.6	43.5	89.9	66.6	71.5
Arizona	42.0	30.9	35.7	79.1	73.4	61.4
Arkansas	28.8	27.7	28.8	68.9	66.5	49.3
California	47.0	35.2	40.4	84.0	75.2	68.8
Colorado	48.4	38.3	46.5	82.2	73.9	78.0
Connecticut	36.1	33.7	39.3	75.6	69.0	64.9
Delaware	27.6	22.0	35.4	61.4	51.9	57.6
District of Columbia	37.5	29.6	29.0	58.9	66.0	51.8
Florida	37.1	32.8	33.3	74.4	65.0	56.7
Georgia	33.7	35.3	28.0	68.7	64.5	44.8
Hawaii	48.1	40.5	52.5	77.3	91.0	77.0
Idaho	44.2	27.8	39.4	84.5	69.1	68.8
Illinois	38.7	30.3	39.7	69.1	75.3	74.4
Indiana	36.6	29.3	39.3	77.9	66.9	67.5
Iowa	43.5	26.4	47.1	87.9	78.0	76.2
Kansas	43.4	29.9	43.1	81.0	72.0	73.0
Kentucky	40.8	41.5	41.5	77.1	72.2	66.4
Louisiana	39.1	27.1	27.0	57.7	50.9	43.7
Maine	45.4	42.7	46.9	83.2	86.9	86.3
Maryland	30.7	26.1	23.7	59.2	54.9	38.6
Massachusetts	32.2	23.7	38.8	75.6	67.6	71.3
Michigan	45.0	35.7	45.4	77.0	69.7	63.3
Minnesota	50.7	37.2	53.5	89.1	84.5	86.2
Mississippi	34.4	33.6	27.7	68.9	72.8	60.6
Missouri	35.1	40.8	47.9	75.4	80.3	76.7
Montana	47.6	36.7	55.9	82.3	80.2	82.7
Nebraska	41.5	23.1	48.5	80.5	76.5	79.3
Nevada	37.4	25.9	29.1	68.9	61.3	55.7
New Hampshire	44.6	35.5	55.4	89.7	74.6	82.9
New Jersey	26.7	22.7	33.7	73.4	64.5	68.2
New Mexico	42.1	28.8	42.2	73.0	62.4	83.2
New York	33.9	26.5	33.0	82.7	59.4	65.3
North Carolina	33.4	33.8	24.1	65.1	69.1	35.3
North Dakota	46.1	28.5	44.9	78.3	68.3	71.1
Ohio	34.9	32.5	34.5	71.9	61.9	49.2
Oklahoma	32.5	43.6	33.6	71.0	71.0	59.3
Oregon	47.3	30.6	47.3	82.2	79.9	71.6
Pennsylvania	37.0	23.0	38.4	70.4	65.2	59.2
Rhode Island	32.3	29.2	37.0	80.1	37.7	73.0
South Carolina	29.8	28.1	35.1	67.3	70.2	65.1
South Dakota	47.4	36.8	47.7	86.6	78.3	75.3
Tennessee	38.4	28.2	26.2	66.1	56.8	33.4
Texas	30.1	27.3	32.5	68.1	74.4	53.3
Utah	49.3	29.3	36.6	85.7	72.9	68.1
Vermont	51.2	49.2	59.1	89.0	90.3	81.3
Virginia	33.1	25.2	30.6	68.2	69.5	56.2
Washington	52.7	46.2	49.4	87.8	84.5	78.9
West Virginia	41.0	33.4	33.7	70.1	56.4	43.7
Wisconsin	45.7	34.8	51.4	85.5	77.6	73.7
Wyoming	44.2	29.0	48.3	78.7	69.7	79.1

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers and principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and Administrator Questionnaires).

Table S41   Standard errors for the text table in *Indicator 41*

School and classroom decisions	All schools	Public			Private		
		Total	Elementary	Secondary	Total	Elementary	Secondary
Percentage of teachers who reported that teachers had a good deal of influence in their school over							
Setting discipline policy	0.4	0.4	0.7	0.3	0.8	0.9	1.1
Determining the content of							
in-service programs	0.4	0.4	0.7	0.4	0.6	0.8	1.0
Establishing curriculum	0.4	0.4	0.6	0.4	0.6	0.8	1.0
Percentage of teachers who reported a good deal of control in their classroom over							
Selecting textbooks and other instruc-							
tional materials	0.4	0.4	0.7	0.4	0.6	0.8	0.9
Selecting content, topics, and skills							
to be taught	0.4	0.4	0.7	0.4	0.5	0.9	0.8
Selecting teaching techniques	0.2	0.3	0.5	0.3	0.4	0.5	0.5
Evaluating and grading students	0.2	0.3	0.4	0.3	0.3	0.5	0.5
Disciplining students	0.4	0.4	0.7	0.5	0.4	0.6	0.7
Determining the amount of homework							
to be assigned	0.3	0.4	0.6	0.3	0.5	0.7	0.6
Percentage of principals who reported that teachers had a good deal of influence over							
Setting discipline policy	0.5	0.6	0.7	1.0	1.3	1.5	2.5
Determining the content of							
in-service programs	0.6	0.7	0.9	0.7	1.3	1.6	3.0
Establishing curriculum	0.7	0.8	1.1	0.8	1.4	1.6	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94
(Teacher and Administrator Questionnaires).

Table S41-1 Standard errors for table 41-1

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal of influence in their school over:									
Setting discipline policy	0.7	3.2	1.5	1.4	1.0	1.9	1.0	1.3	1.6
Determining the content of in-service programs	0.7	2.2	1.4	1.1	1.0	2.0	0.7	1.1	1.8
Establishing curriculum	0.6	2.8	1.6	1.3	0.8	2.2	0.9	1.1	1.5
Percentage of teachers who reported a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	0.7	3.0	1.5	1.3	1.0	1.7	0.8	1.3	1.8
Selecting content, topics, and skills to be taught	0.7	3.0	1.3	1.0	1.0	1.8	0.9	1.3	1.6
Selecting teaching techniques	0.5	1.6	0.9	0.8	0.7	1.2	0.6	0.8	1.2
Evaluating and grading students	0.4	2.1	1.0	0.7	0.6	1.3	0.6	0.9	1.2
Disciplining students	0.7	2.1	1.3	1.1	0.9	1.5	0.6	1.4	1.5
Determining the amount of homework to be assigned	0.6	2.2	1.3	1.0	0.8	0.9	0.6	1.0	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S41-2 Standard errors for table 41-2

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	0.6	2.3	1.6	1.5	1.3	3.0	1.0	1.3	2.2
School district staff	0.9	2.9	2.0	2.0	1.2	3.4	1.3	2.0	2.2
School board	1.0	4.4	2.1	1.7	1.6	2.5	1.3	1.9	2.6
Principal	0.6	2.1	1.6	1.0	1.1	2.0	1.0	1.1	1.5
Teachers	0.7	2.4	1.7	1.4	1.4	1.9	1.2	1.3	2.2
Parent association	0.8	3.3	1.9	1.6	1.0	1.7	1.1	1.6	1.9
Determining the content of in-service programs									
State Department of Education	0.7	2.2	1.5	1.5	1.2	2.4	1.0	1.7	2.1
School district staff	0.8	3.4	1.7	1.6	1.4	3.5	1.0	1.4	2.4
School board	0.8	2.5	1.7	1.6	1.2	2.1	1.0	1.7	2.2
Principal	1.0	3.1	2.0	1.9	1.2	2.8	1.4	1.3	2.1
Teachers	0.9	2.9	2.1	2.0	1.3	3.2	1.2	1.4	2.4
Parent association	0.5	0.9	0.7	1.0	0.7	1.2	0.5	1.0	1.6
Establishing curriculum									
State Department of Education	0.9	3.4	1.8	1.9	1.2	3.1	1.3	1.3	2.3
School district staff	1.0	3.3	1.9	2.0	1.4	3.7	1.3	1.8	2.4
School board	0.9	3.4	2.0	1.8	1.5	2.8	1.4	1.5	2.5
Principal	1.0	3.4	2.2	2.4	1.5	3.1	1.5	1.8	2.3
Teachers	1.1	2.9	2.4	2.2	1.5	3.2	1.5	1.7	2.2
Parent association	0.5	2.8	1.5	0.9	0.7	1.7	0.7	1.2	1.6
Deciding how the school budget will be spent									
State Department of Education	0.9	3.1	2.1	2.1	1.4	3.3	1.2	1.8	2.2
School district staff	1.0	4.1	2.2	1.8	1.5	3.0	1.1	1.8	2.9
School board	1.0	3.1	2.3	1.7	1.7	3.3	1.3	1.7	2.6
Principal	1.0	3.3	2.3	1.9	1.4	3.5	1.6	1.8	2.4
Teachers	0.8	3.7	2.6	1.7	1.4	3.1	1.3	1.8	2.3
Parent association	0.7	2.3	1.4	1.5	0.8	1.6	0.9	1.1	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table S41-3 Standard errors for table 41-3

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–6	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal of influence in their school over:									
Setting discipline policy	0.3	1.1	0.7	0.9	0.8	1.6	0.9	1.1	0.4
Determining the content of in-service programs	0.4	1.3	0.7	0.8	0.7	1.4	0.9	1.1	0.5
Establishing curriculum	0.4	1.1	0.7	0.9	0.8	1.3	1.1	1.0	0.5
Percentage of teachers who reported a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	0.4	1.1	0.9	0.9	1.0	1.0	0.9	1.0	0.7
Selecting content, topics, and skills to be taught	0.4	1.0	0.8	1.0	0.8	1.0	0.8	1.1	0.5
Selecting teaching techniques	0.3	0.7	0.5	0.5	0.5	0.7	0.5	0.7	0.4
Evaluating and grading students	0.3	0.7	0.4	0.5	0.5	0.7	0.5	0.5	0.4
Disciplining students	0.5	1.2	0.8	1.0	0.9	1.4	0.7	1.1	0.6
Determining the amount of homework to be assigned	0.3	0.6	0.6	0.7	0.5	0.9	0.5	0.7	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S41-4   Standard errors for table 41-4

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–6	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	0.6	2.4	0.8	1.4	1.3	2.6	0.9	1.3	0.9
School district staff	1.0	2.5	1.4	1.9	1.8	3.0	1.9	2.2	1.1
School board	0.8	2.5	1.7	1.5	1.6	2.6	1.6	2.3	1.2
Principal	0.5	1.2	0.7	1.1	1.1	1.9	1.1	0.8	0.7
Teachers	1.0	1.8	1.5	1.8	1.4	2.5	1.7	1.4	1.2
Parent association	0.6	2.3	0.9	1.1	1.6	2.1	1.1	1.5	0.8
Determining the content of in-service programs									
State Department of Education	0.7	1.2	1.1	1.7	1.5	2.2	1.6	1.5	1.0
School district staff	0.9	2.5	1.5	1.6	1.4	3.2	1.3	2.2	1.4
School board	0.7	1.1	0.9	1.5	1.6	2.1	1.2	1.6	0.8
Principal	1.0	2.8	1.1	1.6	1.7	3.5	1.4	1.9	1.1
Teachers	0.7	1.7	1.2	1.1	1.7	2.1	1.4	1.8	1.0
Parent association	0.4	1.8	0.5	1.2	0.7	2.1	0.6	0.8	0.3
Establishing curriculum									
State Department of Education	0.7	2.3	1.2	1.4	1.6	2.8	1.2	1.8	1.0
School district staff	0.9	2.7	1.5	1.7	1.5	2.8	1.7	1.9	1.1
School board	0.9	2.3	1.5	1.6	2.0	2.8	1.7	2.4	1.0
Principal	0.8	2.7	1.3	1.8	1.7	3.0	1.7	1.8	1.1
Teachers	0.8	2.0	1.4	2.1	1.4	2.6	1.5	1.5	1.2
Parent association	0.5	1.6	0.5	0.8	0.9	1.7	0.7	1.1	0.5
Deciding how the school budget will be spent									
State Department of Education	0.6	1.9	1.2	1.6	1.8	2.3	1.6	2.0	0.8
School district staff	0.9	2.3	1.6	1.8	1.5	2.6	1.8	2.1	1.3
School board	0.7	2.9	1.2	1.4	1.6	3.2	1.6	2.0	1.1
Principal	0.8	2.1	1.5	1.5	1.5	3.2	1.5	2.0	0.9
Teachers	0.8	2.1	1.2	1.6	1.7	2.7	1.4	2.3	1.0
Parent association	0.3	1.9	0.5	0.5	0.7	1.8	0.5	0.8	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table S41-5 Standard errors for table 41-5

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of teachers who reported that teachers had a good deal of influence in their school over:															
Setting discipline policy	1.2	4.3	2.4	2.7	1.7	1.3	5.2	2.5	2.8	1.5	1.0	3.4	2.7	1.9	1.5
Determining the content of in-service programs	1.3	5.6	3.7	2.3	1.7	1.1	3.4	2.3	2.6	1.9	0.8	3.6	1.8	1.4	1.3
Establishing curriculum	1.2	4.5	3.4	2.2	1.2	1.2	4.0	2.6	2.4	1.5	1.0	4.0	2.3	2.1	1.4
Percentage of teachers who reported a good deal of control in their classroom over:															
Selecting textbooks and other instructional materials	1.2	5.0	3.3	2.5	1.5	1.6	3.6	2.6	3.1	2.1	0.8	4.6	1.9	1.7	1.2
Selecting content, topics, and skills to be taught	1.2	4.5	3.8	2.5	1.4	1.5	3.3	2.1	2.9	2.5	0.9	5.5	2.0	1.4	1.1
Selecting teaching techniques	0.9	3.2	2.4	2.3	1.0	0.9	2.1	1.3	1.6	1.7	0.6	2.8	2.0	1.0	0.9
Evaluating and grading students	0.9	6.3	2.5	1.5	1.1	0.8	1.7	1.3	1.3	1.6	0.7	3.2	1.7	1.3	0.8
Disciplining students	1.4	4.9	2.5	1.8	1.8	1.1	2.4	1.9	2.3	2.2	1.0	2.6	2.1	2.0	1.1
Determining the amount of homework to be assigned	1.1	5.4	2.6	2.3	1.4	1.0	2.4	2.4	1.9	1.7	0.7	5.0	1.4	1.4	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S41-6 Standard errors for table 41-6

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of principals who reported that a group had a good deal of influence over:															
Setting discipline policy															
State Department of Education	1.4	7.0	3.6	2.9	2.0	1.7	3.4	2.9	3.4	2.6	0.9	3.0	2.7	2.0	1.6
School district staff	1.6	7.5	5.1	5.0	2.2	2.0	4.4	3.5	3.6	2.9	1.4	6.6	3.7	3.0	1.5
School board	2.0	9.3	4.5	4.8	2.8	2.2	5.5	3.5	3.8	4.3	1.3	6.5	3.8	2.4	1.9
Principal	1.4	4.6	3.3	2.4	1.8	1.5	2.9	2.8	1.3	3.0	1.0	1.2	2.5	1.7	1.6
Teachers	1.2	7.1	3.6	3.8	2.0	1.4	3.4	2.7	2.6	3.3	1.2	4.6	2.7	2.0	1.9
Parent association	1.5	7.3	3.6	4.2	1.9	1.6	4.2	3.6	3.4	2.4	1.0	5.7	2.1	2.2	1.1
Determining the content of in-service programs															
State Department of Education	2.0	4.1	3.4	4.1	2.3	1.6	3.5	2.8	2.3	3.2	1.0	4.3	2.4	2.1	1.4
School district staff	1.7	8.8	4.2	3.9	2.3	1.9	5.4	3.4	3.2	3.0	1.1	5.8	3.0	2.3	1.6
School board	1.8	8.0	3.2	3.9	2.5	1.5	3.6	3.4	2.8	2.4	0.9	4.4	2.7	2.0	1.3
Principal	1.8	7.0	4.2	4.2	2.3	1.8	3.9	2.8	3.1	3.4	1.4	5.1	3.2	2.6	1.8
Teachers	1.8	7.9	4.2	3.9	2.4	1.6	3.6	3.5	3.4	3.2	1.4	4.9	3.4	2.7	1.8
Parent association	0.9	1.3	2.1	2.1	1.1	0.9	1.0	1.1	1.9	1.9	0.5	2.5	1.1	1.4	1.0
Establishing curriculum															
State Department of Education	1.7	9.2	3.6	4.0	2.3	1.8	4.7	2.5	3.0	3.1	1.3	6.2	3.7	2.8	1.5
School district staff	1.9	8.4	5.4	5.0	2.0	1.5	3.7	2.7	3.8	3.0	1.6	6.1	3.8	2.7	2.1
School board	2.1	8.9	4.6	4.6	2.5	1.7	5.1	3.8	3.5	3.3	1.3	5.3	3.6	2.6	1.9
Principal	1.9	6.7	5.1	4.0	2.6	1.5	4.7	3.2	4.0	3.3	1.7	5.4	3.6	3.4	2.1
Teachers	2.1	8.4	4.7	4.3	2.7	1.6	3.4	3.6	4.2	3.3	1.5	5.0	3.4	2.6	2.0
Parent association	1.0	7.0	3.6	1.8	1.5	1.1	3.5	2.5	2.0	1.8	0.6	3.7	2.3	1.1	0.9
Deciding how the school budget will be spent															
State Department of Education	1.9	7.7	3.9	4.7	2.6	1.6	4.0	3.2	2.3	3.0	1.4	6.2	4.2	2.9	1.6
School district staff	2.2	7.6	4.2	4.7	2.7	1.8	5.6	3.4	4.1	3.4	1.4	6.1	3.6	2.6	1.9
School board	2.1	8.2	4.1	5.7	3.1	1.8	4.5	3.9	3.6	3.7	1.4	6.8	3.0	2.6	1.9
Principal	2.2	7.6	4.5	4.0	2.7	2.0	4.4	3.6	3.2	3.4	1.6	5.8	3.5	2.8	2.1
Teachers	2.2	7.1	5.0	4.6	2.9	1.8	4.7	3.5	3.2	3.4	1.4	6.7	3.3	2.8	2.0
Parent association	1.4	6.0	4.0	4.4	1.5	0.9	3.2	2.0	2.1	2.0	0.7	2.1	1.5	1.6	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table S41-7 Standard errors for table 41-7

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of teachers who reported that teachers had a good deal of influence in their school over:															
Setting discipline policy	0.8	2.7	1.4	1.8	1.3	0.6	1.7	1.2	1.3	1.6	0.7	2.0	1.1	1.6	1.0
Determining the content of in-service programs	0.7	2.4	1.7	1.5	1.2	0.9	1.8	1.2	1.4	2.2	0.6	2.0	1.0	1.2	1.0
Establishing curriculum	0.7	2.6	1.4	1.7	1.4	1.0	1.9	1.4	1.8	2.1	0.7	1.9	1.0	1.4	1.0
Percentage of teachers who reported a good deal of control in their classroom over:															
Selecting textbooks and other instructional materials	1.0	2.5	1.7	1.5	1.6	0.7	1.6	1.3	1.7	1.9	0.5	1.4	0.9	1.3	1.1
Selecting content, topics, and skills to be taught	0.9	2.7	1.8	1.9	1.5	0.8	1.5	1.4	1.8	2.1	0.6	1.4	0.9	1.7	1.0
Selecting teaching techniques	0.5	1.7	1.0	1.1	0.9	0.6	1.0	0.8	0.9	1.9	0.3	1.0	0.7	0.9	0.6
Evaluating and grading students	0.6	1.5	0.9	1.2	0.9	0.5	0.9	0.7	1.1	1.2	0.4	1.3	0.5	0.7	0.6
Disciplining students	0.9	2.7	1.5	1.6	1.7	0.8	1.7	1.5	1.5	2.2	0.6	1.7	0.9	1.5	1.0
Determining the amount of homework to be assigned	0.6	1.7	1.3	1.6	0.7	0.6	0.9	1.2	0.8	1.6	0.4	1.2	0.7	1.0	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S41-8 Standard errors for table 41-8

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of principals who reported that a group had a good deal of influence over:															
Setting discipline policy															
State Department of Education	1.5	2.6	2.7	3.4	3.0	1.5	4.0	2.2	2.2	3.8	0.8	2.7	1.2	1.9	1.6
School district staff	1.6	6.1	3.7	3.5	2.9	1.6	3.2	2.7	3.3	5.3	1.2	4.3	1.9	2.4	2.5
School board	1.6	5.0	3.5	2.8	2.9	1.6	3.8	3.0	3.3	5.0	1.1	4.1	2.1	2.1	2.3
Principal	1.3	3.5	2.4	2.3	2.2	0.9	1.7	1.5	2.7	3.5	0.7	1.7	1.0	1.5	1.4
Teachers	1.7	5.2	3.4	3.4	2.6	1.6	2.3	3.2	2.7	4.4	1.3	3.0	1.8	2.6	2.2
Parent association	1.4	3.0	1.9	2.5	2.7	1.5	4.2	1.7	2.3	4.7	0.8	2.6	1.2	1.3	1.8
Determining the content of in-service programs															
State Department of Education	1.4	3.1	1.8	3.7	2.8	1.5	2.0	2.3	2.3	4.2	1.0	2.4	1.5	2.3	2.0
School district staff	2.0	4.3	3.9	3.8	3.2	1.8	3.9	3.1	2.8	3.8	1.1	3.8	1.9	2.1	2.1
School board	1.7	4.2	2.1	3.4	2.6	1.4	1.5	2.1	2.9	4.0	0.8	2.4	1.2	2.1	2.0
Principal	1.9	4.7	3.3	3.2	2.9	1.6	2.7	2.5	3.5	3.8	1.2	5.7	1.4	2.1	2.0
Teachers	1.7	4.8	2.7	3.1	3.3	1.5	2.3	2.8	2.5	4.3	1.1	3.6	1.5	1.5	2.2
Parent association	0.8	0.7	1.6	1.4	1.7	1.1	3.8	1.2	1.6	1.7	0.6	1.1	0.5	1.7	0.8
Establishing curriculum															
State Department of Education	2.0	5.5	3.3	3.5	3.0	1.8	4.1	2.6	2.9	5.1	0.9	4.0	1.6	2.0	2.1
School district staff	2.0	6.1	3.6	3.9	3.2	1.5	4.0	2.6	3.7	4.2	1.3	3.7	2.0	2.3	2.1
School board	1.8	4.6	3.8	3.0	3.6	1.6	3.3	2.2	3.3	4.8	1.2	4.5	2.2	2.1	2.1
Principal	1.8	4.4	3.1	3.6	3.4	1.7	3.5	2.5	3.4	5.2	1.3	5.3	2.0	2.5	2.3
Teachers	1.7	4.5	3.7	3.6	2.9	1.9	2.7	2.8	2.9	4.6	1.1	3.6	1.4	2.7	1.9
Parent association	1.1	5.4	1.8	1.9	1.6	0.9	2.2	1.0	2.0	3.9	0.6	2.2	0.7	1.2	1.2
Deciding how the school budget will be spent															
State Department of Education	1.7	4.7	3.1	3.2	3.5	1.4	2.7	2.5	2.8	4.9	0.8	3.3	1.5	2.1	2.3
School district staff	1.8	5.5	3.6	3.3	2.9	1.8	3.8	2.9	3.8	5.5	1.2	4.2	1.9	2.4	2.1
School board	1.4	5.6	3.6	2.9	2.7	1.7	3.7	3.2	2.6	5.0	1.0	5.6	2.0	2.1	2.2
Principal	1.8	5.1	3.3	3.2	3.5	1.4	2.8	3.1	2.5	4.4	1.2	4.9	2.2	2.2	1.9
Teachers	1.7	4.2	3.8	3.7	3.3	1.7	3.7	2.6	3.2	4.9	1.1	4.2	1.7	2.2	2.2
Parent association	1.0	1.8	1.4	1.4	1.4	1.1	3.8	1.0	1.2	2.6	0.3	1.8	0.6	0.6	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table S41-9   Standard errors for table 41-9

School and classroom decisions	Urbanicity			School size			
	Central city	Urban fringe	Rural	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal of influence in their school over:							
Setting discipline policy	1.1	1.2	1.6	1.4	0.9	2.1	1.9
Determining the content of in-service programs	0.9	0.9	1.8	1.5	0.9	1.7	1.8
Establishing curriculum	1.1	0.9	1.4	1.2	0.8	1.8	1.7
Percentage of teachers who reported a good deal of control in their classroom over:							
Selecting textbooks and other instructional materials	1.0	1.0	1.3	1.4	0.9	1.7	1.8
Selecting content, topics, and skills to be taught	0.9	1.0	1.3	1.5	0.7	1.3	1.3
Selecting teaching techniques	0.5	0.6	0.9	0.9	0.5	0.8	0.6
Evaluating and grading students	0.5	0.5	0.6	0.5	0.5	0.8	1.1
Disciplining students	0.7	0.7	1.0	0.9	0.6	0.9	1.2
Determining the amount of homework to be assigned	0.7	0.9	0.9	0.9	0.7	1.2	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S41-10   Standard errors for table 41-10

School and classroom decisions	Urbanicity			School size			
	Central city	Urban fringe	Rural	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal of influence over:							
Setting discipline policy							
Governing board	2.4	1.7	3.0	2.5	1.5	3.8	3.1
Principal	0.9	0.6	1.6	1.2	0.5	1.4	0.6
Teachers	1.6	1.9	3.1	2.4	1.1	3.6	3.1
Parent association	1.6	3.0	2.0	2.5	1.1	2.1	2.9
Determining the content of in-service programs							
Governing board	1.3	2.2	2.4	2.1	1.2	2.7	3.2
Principal	1.2	2.8	3.1	3.1	0.6	2.5	2.1
Teachers	1.9	3.3	3.2	2.5	1.7	4.0	4.7
Parent association	1.1	1.4	0.8	1.3	0.7	1.0	1.6
Establishing curriculum							
Governing board	2.0	1.8	2.4	1.7	1.4	3.4	3.5
Principal	1.8	1.8	3.5	2.2	1.2	3.1	1.7
Teachers	2.1	2.2	2.9	2.4	1.5	3.9	3.7
Parent association	1.6	1.9	1.3	1.7	0.9	1.6	1.0
Deciding how the school budget will be spent							
Governing board	1.8	2.6	3.3	2.3	1.7	3.2	3.8
Principal	1.7	1.2	3.5	2.1	1.0	1.9	2.8
Teachers	1.7	2.0	2.9	2.0	1.4	3.1	1.7
Parent association	1.0	0.9	2.9	1.8	0.8	3.2	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table S41-11 Standard errors for table 41-11

| State | Percentage of teachers reporting that teachers had a good deal of influence in their school over: | | | Percentage of principals reporting that teachers had a good deal of influence over: | | |
	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
Alabama	1.5	1.5	1.5	3.1	3.9	3.7
Alaska	1.7	4.4	4.1	2.5	10.2	10.9
Arizona	2.2	1.9	2.1	3.1	3.9	4.4
Arkansas	1.5	1.5	2.2	4.0	3.6	3.2
California	1.7	1.6	1.7	2.4	2.9	2.8
Colorado	2.2	2.0	1.6	3.0	3.5	3.1
Connecticut	1.9	1.2	1.7	2.6	2.9	3.5
Delaware	3.0	3.1	2.4	4.1	3.4	4.7
District of Columbia	3.2	2.1	3.0	5.0	4.3	5.7
Florida	1.6	1.6	1.5	2.5	2.6	3.1
Georgia	1.4	1.8	1.5	3.8	3.5	2.9
Hawaii	2.9	2.7	2.1	5.4	2.1	5.5
Idaho	1.6	1.5	1.6	4.3	5.0	4.4
Illinois	1.5	1.4	1.3	2.1	2.2	2.5
Indiana	1.9	1.5	1.9	3.1	3.6	3.1
Iowa	2.2	1.9	2.3	2.6	3.6	3.7
Kansas	1.8	1.4	1.5	2.5	3.1	2.9
Kentucky	3.1	2.4	2.4	4.3	3.6	4.1
Louisiana	1.7	1.4	1.5	2.7	3.1	2.6
Maine	2.2	2.4	1.9	4.1	3.3	3.5
Maryland	1.2	1.7	1.6	2.7	3.3	3.3
Massachusetts	1.4	1.5	1.4	2.5	3.2	2.7
Michigan	2.4	1.8	2.2	3.4	2.8	3.4
Minnesota	2.4	2.1	2.1	2.0	2.5	2.6
Mississippi	1.7	1.8	1.5	3.5	3.8	4.0
Missouri	1.8	1.9	2.2	3.1	3.1	3.6
Montana	2.1	1.7	2.0	2.2	2.9	2.1
Nebraska	1.7	1.4	1.4	2.5	2.7	3.0
Nevada	2.8	1.8	1.7	4.1	4.5	5.1
New Hampshire	2.1	2.4	2.2	2.4	6.6	3.7
New Jersey	2.2	2.2	2.6	4.5	4.2	3.9
New Mexico	2.5	2.0	2.3	6.8	6.5	3.3
New York	1.8	1.8	1.7	2.5	3.9	3.2
North Carolina	2.3	1.6	1.4	3.6	3.4	2.6
North Dakota	1.8	1.4	1.4	3.3	4.1	3.7
Ohio	2.1	2.1	2.2	3.6	3.5	4.1
Oklahoma	2.0	1.9	1.7	3.4	4.3	3.9
Oregon	2.6	1.7	2.1	3.5	3.5	4.3
Pennsylvania	2.3	1.8	2.2	4.5	4.3	3.9
Rhode Island	2.4	2.2	2.7	7.3	9.3	9.5
South Carolina	2.5	2.1	2.4	3.9	3.9	4.3
South Dakota	1.4	2.7	1.5	2.0	2.9	2.8
Tennessee	1.6	1.6	1.9	4.7	3.8	3.5
Texas	1.8	1.4	1.4	2.8	2.8	3.4
Utah	1.6	1.4	1.4	1.7	2.7	2.9
Vermont	4.6	3.3	3.3	2.5	2.8	4.2
Virginia	2.6	2.1	1.9	3.8	4.1	4.0
Washington	2.3	2.4	2.3	2.2	2.6	3.0
West Virginia	2.7	1.9	2.5	3.9	4.5	5.0
Wisconsin	2.0	1.9	2.3	2.2	3.2	2.5
Wyoming	1.5	1.2	1.3	6.1	5.5	3.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher and Administrator Questionnaires).